

Fanshawe College

## FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

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Documentation (Approvals etc...)

Business Analysis

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2018

### Business Analysis - Business Plan

Fanshawe College

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## STAGE GATE 2

### BUSINESS PLAN FOR NEW PROGRAMS

#### 1.0 Program Specifications

<b>Proposed program title:</b> Business Analysis Graduate Certificate
<b>Proposed credential:</b> <input type="checkbox"/> Local Board Approved Certificate <input checked="" type="checkbox"/> Ontario College Graduate Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Collaborative Degree <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Degree <input type="checkbox"/> Ontario College Advanced Diploma
<b>MTCU program code (if it exists):</b> 70242 "Business Analysis"
<b>MTCU program code comparables:</b>  70205 "Information Systems Business Analyst, Libraries and Digital Technologies (Systems Analyst)"
<b>Proposed Classification of Instructional Program Codes, formatted as ##.####:</b>  52.0201 Business administration and management, general 11.0501 Computer systems analysis/analyst
<b>Projected four-digit National Occupational Classification Codes (3 maximum), formatted as ####:</b> 1. 1122 "Professional Occupations in Business Management Consulting" 2. 4163 "Business Development Officers and Marketing Researchers and Consultants" 3. 4162 "Economists and Economic Policy Researchers and Analysts"
<b>Identify all deliveries of this or a comparable program that have been or are currently offered at Fanshawe (including CE and/or Regional Campuses):</b> <b>Describe deliveries:</b>  A search of the Fanshawe website resulted in no other full-time offerings of this program, and no related part-time studies programs or continuing professional development courses. While

there are no specific Business Analysis programs at Fanshawe, the proposed program is expected to align well with the Project Management Graduate Certificate offered in the Lawrence Kinlin School of Business (LKSB).	
<b>Proposed program launch date:</b> September 2018 (initially International students)	
<b>Proposed intake(s):</b> <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Other:	
<b>Number of students in first intake:</b> 20	
<b>Length of program:</b> <ul style="list-style-type: none"> <li>• Number of semesters: Two, plus optional co-op semester</li> <li>• Semester length in weeks: 15 weeks</li> <li>• Total program hours: 540 (plus the optional co-op of 240 hours)</li> </ul>	
<b>Program delivery</b> (check as many as apply)	<input checked="" type="checkbox"/> Web-facilitated (face-to-face) <input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online (to be developed later) <input type="checkbox"/> Fast-track <input type="checkbox"/> Accelerated <input type="checkbox"/> Collaborative <input type="checkbox"/> Weekend <input type="checkbox"/> Other
<b>Co-op program</b>	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiential co-op (required to graduate)</li> <li><input type="checkbox"/> Mandatory co-op (not required to graduate but fee is mandatory)</li> <li><input checked="" type="checkbox"/> Optional co-op (not required and fee only charged if students opt in)</li> </ul>

## 2.0 Executive Summary

**Program Overview:** The Business Analysis program is a one-year Ontario Graduate Certificate (completed in two semesters with an optional co-op term in a third semester) designed for university and college graduates seeking a career in the business analysis field. The program will be delivered using web-facilitated (face to face) and blended delivery in the initial year of delivery, with the plan to offer a fully online section of the program in the future. The curriculum will focus on identification and synthesis of organizational strategy, functional requirements, change planning and execution, and solution performance monitoring. The plan for the curriculum has received approval from the Credentials Validation Service and has been validated.

**Relationship to Institutional Strengths:** The Business Analysis program is directly aligned with Fanshawe's Institutional Program Strengths and Programs for Growth in Business and Management, Leadership and Entrepreneurship.

**Local/Regional/Provincial Fit:** There is a strong local industry demand for business analysis professionals across a continuum of small through large scale private and public sector organizations as indicated by the local external panel of experts in this field. There is only one other offering of this program in Ontario via Mohawk College, however this proposed program is more robust in course work and offers an optional paid work integrated experience for students (co-op). Sheridan College in Toronto has a Continuing Education Business Analysis program consisting of 7 courses. Students from southwestern Ontario with a suitable background would find this program, at the graduate certificate level, an attractive area of specialization without the necessity of travel to attend school.

**Links for further educational opportunities:** Graduates of the program will be well suited to complete further studies in the Project Management Graduate Certificate program at Fanshawe College as the two functions of business analyst and project manager are closely aligned in the workplace, and the dual credential will be beneficial to students in their future careers. Students may choose to do further studies in: management/leadership, Lean Six Sigma, business intelligence, business architecture, enterprise IT architecture, modeling techniques and methods, business Case writing, business process management, program management, and agile project management.

**Student and labour market demand/support for the program and Job opportunities for Students:**

The student target group for this program will be international non-direct students who have a prior related credential. Student demand for this program is particularly high in the international market. This has been requested for the past few years by the international recruiters and Fanshawe's International Office. A focus group conducted with current students in the Project Management Graduate Certificate program also expressed significant interest in the program.

Currently, and as indicated by the panel of local experts, there is a shortfall in qualified business analysts to meet industry requirements. This shortfall is leading to many positions remaining vacant or being filled by candidates without the complete skill set for the role. Data acquired from Fanshawe's Institutional Research department supports this labour market demand stating that "several of the industry-related codes for Business Analysts show positive trends for the London CMA". Further "All CMAs in the 100 mile from London CMA are expecting growth between 5-40% in new jobs, with significant growth expected in several cities including Kitchener-Cambridge-Waterloo CMA (30 new jobs/year), Guelph (10 new jobs/year) and Toronto (993 new jobs/year). One quarter of the new jobs in Ontario can be attributed to trends in the province."

**Resources required:** Ideally, this program will benefit from a specialized classroom layout with 360 degree whiteboards and pod seating to facilitate group studies and presentations. Software including Dashboards (Tableau), MS Project, Visio, Grapher, Value Stream Mapping SW, Requirements Management SW.

### 3.0 Academic Programming and Quality Assurance

**Note: Appendices A-D will be submitted to the Credential Validation Services in Stage Gate 2 and Stage Gate 3**

3.1	Program Vocational Learning Outcomes <i>Consultation: CAE</i>	→	See <b>Appendix A: Form 1 – Program Vocational Learning Outcomes.</b>
3.2	Essential Employability Skills Learning Outcomes <i>Consultation: CAE</i>	→	See <b>Appendix A: Form 2 - Essential Employability Skills Outcomes.</b>
3.3	Program Description <i>Consultation: CAE and Registrar’s Office</i>	→	See <b>Appendix B: Program Description.</b>
3.4	Course Descriptions <i>Consultation: CAE</i>	→	See <b>Appendix C: Program Curriculum.</b>
3.5	Relationship to Professional or Licensing Bodies <i>Consultation: CAE</i>	→	See <b>Appendix D: Regulatory Status Form.</b>
3.6	<b>Curriculum Design and Delivery</b> a) Provide rationale for curriculum design, including work integrated learning (if appropriate): 1. Alignment with program vocational learning outcomes 2. Alignment with essential employability skills outcomes 3. Suitability for target populations(s) b) Indicate where and how existing courses may be included in this new program. c) Provide rationale for delivery methods (e.g., face-to-face, blended, online, fast track, accelerated, collaborative, weekend), including work integrated learning (if appropriate): 1. Alignment with program vocational learning outcomes (industry expectations) 2. Alignment with essential employability skills outcomes 3. Suitability for target populations(s)	→	See <b>Appendix E: Curriculum Map - Program VLOs and EESOs.</b>

- a. 1 and 2) The curriculum has been designed to offer students both the theoretical and practical skills identified by both the internal and external panels of industry experts to prepare a new graduate for a business analyst role within industry. This new graduate certificate has been designed to align with the Project Management Graduate Certificate, as there is great integration between the two roles within industry. The courses have been mapped to the proposed program vocational learning outcomes currently used under Program Code 70242, although there have been some minor language adjustments to ensure the outcomes reflect a more “vocational” plan for students. As this certificate is being developed initially for a targeted international cohort, the curriculum has been developed to ensure specific skills that an international student may need to be successful in the business analysis field have been included in the program, such as professional communication and negotiation skills. In addition, considerations such as cultural diversity and organizational dynamics are reflected in the learning outcomes at the course level and faculty will work together to ensure that common themes are woven throughout the curriculum. Domestic students will benefit from the same outcomes and dynamics. Guest speakers will be invited to provide students with management perspectives on the complexities of completing projects within incredibly diverse and globally influenced organizations.

The courses within the program have also been mapped to the Essential Employability Skills to support student success; the panel of local experts who stated graduates need solid critical thinking skills, excellent communications skills, negotiation skills and research skills, supported this.

3) The majority of students in graduate certificates in the LKSB are international students and the school has worked closely with the international centre, including the recruitment representatives in other countries to meet the needs of international students in current programs. For the development of this program, the in-country representatives asked for a program that would include an experiential learning opportunity such as a co-op term and this was incorporated into the program. This program was identified by Fanshawe College as one of the most in-demand programs for international students.

- b. The proposed program would include an existing graduate level communications course, COMM-6019 Professional Communication also offered in the Project Management Graduate Certificate, providing an internal credit to and from these two programs.
- c. This program will be delivered using a blended format, including two hours of face-to-face instruction and one hour of online instruction for each course. All graduate courses in the LKSB utilize the blended format and students and faculty are already familiar with the technology and methodology involved in blended formats. International students are not eligible for fully online programs for visa purposes, thus the program has been designed to meet their specific requirements. If funding is received for a domestic student offering in the future, it is possible to develop the program for a fully online cohort in addition to the face-to-face/blended offering currently under development. The external advisory panelists identified the need for students to utilize technology as a part of their curriculum to adequately prepare them for industry.

In addition to the technological requirements, the panelists discussed the need for students to be exposed to a variety of complex situations or scenarios in the business analysis and project

management field that would require them to apply higher level thinking and problem solving skills. The external panelists discussed the need for excellent professional communications skills; this will be accomplished through discussions, both in-class and in online, allowing students to apply theoretical concepts to the various problems presented and discuss options with their colleagues in a simulated collaborative team environment using both verbal and written skills.

### 3.7 Research and Innovation

- a) Describe how research and innovation will be included in the program (Policy 2-B-02).

The LKSB has enthusiastically supported the integration of research across the curriculum of every program. Students in the Business Analysis Graduate Certificate will utilize case studies and projects with live clients from a number of business sectors reinforcing applied skills. Students who select the will also participate in simulations, conduct scholarly research utilizing academic journals for writing essays and reports and apply learned concepts throughout the program.

## 4.0 Fit of Program

### 4.1 Gap Analysis

- a) **How is the program similar to or different from existing programs at the College?**

This program is similar in structure to all of the LKSB graduate certificates. The Business Analysis Graduate certificate is a two semester, 12 course program. This graduate certificate will have an optional co-op component for students interested in a paid work experience.

- b) **What impact will this program have on existing programs at the College?**

The BA Graduate Certificate is a complementary program leading to the Project Management (PM) Graduate Certificate, providing additional breadth to the offering in LKSB. The BA is the front end of large projects; however, this does not exclude the possibility of some students who are taking the PM program to follow it with the BA program. Students would leave Fanshawe with both a BA and PM Graduate Certificate and work experience giving them a significant competitive advantage in job seeking.

- c) **Are there similar programs being offered at colleges, universities or private institutions provincially, nationally and/or internationally?** If yes, provide profile of key competitors including location and a brief description and how they differentiate themselves.

There are a number of professional training organizations that give BA courses such as CTC, Global Knowledge, Schulich Executive Education, Education Edge etc. Sheridan College in Toronto has a Continuing Education Business Analysis program consisting of seven courses – half the length of this proposed program.

Mohawk College in Hamilton has a two semester, 11 course BA Graduate Certificate (462 classroom and blended hours) plus a field placement, and their program would be the biggest competitor for this program. The Mohawk program offers a 7-week student field placement (unpaid) rather than an optional co-op as in this proposal. The BA program to be offered at Fanshawe will be a minimum of 540 hours (plus the 240 hour co-op option) – substantially more than the course hours offered at Mohawk, providing students with expanded breadth, depth and readiness for their this career.

There are a small number of international BA degree programs offered at University of Strathclyde in the UK, and the University of Waikato in New Zealand.

**d) How else is the industry need being met if not provided in the options listed in c) above**

The business analysis industry currently does in-house training. As well, there are a number of private business training providers for business analysts within southern Ontario such as the International Institute of Business Analysis (IIBA), W5H Group Business Analyst, and Global Knowledge. Despite these options, business analysis leaders in the London area confirm that there is a high need for BAs in this community and region.

**e) What makes this program unique from similar existing programs?**

While a unique program in its course offerings, the program is closely aligned with the Project Management Graduate Certificate as, within industry. The Business Analysis Graduate Certificate is intended to be the first graduate certificate a student would take from September to May, a co-op over the summer and then the Project Management Graduate Certificate the following September. This provides an ideal scenario for international students who need a two year program to qualify for their visa, and who prefer their overseas education to include an experiential component, ensuring they have on-the-job skills. Since co-op is a paid work-related experience, this is of particular interest and is unique from the Mohawk College program, enabling an additional 14-week applied opportunity for all students choosing this option. The focus on research, case studies and live clients ensures all students (both domestic and international) receive adequate exposure to the applied skills of this profession.

## 4.2 Key Performance Indicators (KPIs)

Program		Academic Year Of Graduation	2013-2014	2014-2015	2015-2016
MTCU Title	MTCU Code				
Project Management Ontario Graduate Certificate	70207	Graduate Count	90	96	118
		KPI Employment Rate**	75%	75%	100%
		Employment Rate in a Related Field***	37.5%	25%	0.0%
Supply Chain Management Ontario Graduate Certificate	78902	Graduate Count		15	19
		KPI Employment Rate**		100%	100%
		KPI Employment Rate in a Related Field***		0%	50%

\*KPIs are calculated in accordance with the methods prescribed by MTCU. KPIs are based on graduates of MTCU approved full-time postsecondary programs whose funding status is shown in the graduate record layout as MTCU operating grant, Co-op Diploma Apprenticeship or Second Career, and who were surveyed by telephone.

\*\* Employment Rate = (number of survey respondents employed Full-time or part-time, related or unrelated) /



(number of survey respondents in labour force)

\*\*\* Employment Rate in a Related Field = (number of survey respondents employed Full-time or part-time, related) / (number of survey respondents in labour force)

The Key Performance Indicators (KPI) in the chart above demonstrate that the graduate count in the Project Management program continues to climb and those graduates have an excellent employment rate noted as a 3-year trend. As the Business Analysis program will be offered in tandem with the Project Management program, it is anticipated that students will have similar levels of success.

How many other colleges within your region are approved for funding to offer programs in this same MTCU code?

There are no colleges in our region approved for funding to offer this program.  
Mohawk College which is outside of our region is the only currently approved program for funding through the College Funding Framework.

#### 4.3 Partnerships Supporting New Program

- a) There are opportunities to partner with the International Institute of Business Analysis (IIBA), the Business Architecture Guild and the International Association for Six Sigma Certification. Contact has been established for the purposes of this program development.

New internal or existing partnership possibilities include the Business Architecture Guild (Dr. Kanik, faculty in LKSB is a member), the International Association of Business Analysts (Dr. Kanik and Dr. McKenna are both members), the Project Management Institute (Dr. Kanik and Dr. McKenna are both members). The International Association for Six Sigma Certification provides the Lean Six Sigma body of knowledge.

Networking with the above-mentioned groups will enhance the visibility of the program and offer opportunities for promotion within industry events, trade shows, conferences and industry publications, such as Project World / Business Analyst Work Conference, BA Times, Local Chapter of PMI, PM Network, PMI Today, Project Management Journal.

- b) Once the syllabus for this program has been approved and sent to the International Association of Business Analysts, the College will be able to collaborate with them for increased market coverage. Fanshawe is currently affiliated with this organization.

- c) How are the external stakeholders willing to support the proposed program? (check as many as apply)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Continuing on Advisory Committee   | <input type="checkbox"/> Teach a course               |
| <input checked="" type="checkbox"/> Provide placement or experiential learning (e.g. co-op, field placement, mentorship) |   |
| <input checked="" type="checkbox"/> Present as a guest speaker   | <input type="checkbox"/> Provide a tour               |
| <input checked="" type="checkbox"/> Research (project, partnership etc.)   | <input type="checkbox"/> Donation, Scholarship, Award |
| <input type="checkbox"/> Other:  |   |

#### 4.4 Pathways to and from Proposed Program and Programs

- a) Drawing on the gap analysis, are any program pathways anticipated or under negotiation to and/or from this program (internal and external)? If yes, describe how the existing/proposed program supports student mobility.
- b) Describe any special features of this pathway (e.g., laddering, bridging).

Students enrolled in the Business Analysis program will have a laddering opportunity into the Project Management program and vice versa, as the communication course is offered in both programs. Students advise that they travel to the Mohawk program following the PM Graduate Certificate in order to satisfy visa requiring so offering this program, with a “laddering” into the BA program will help keep Fanshawe students at Fanshawe. There are several graduate certificates offered in the LKSB that also provide laddering opportunities to this new program proposal.

- c) How does this program fit into the provincial and national credit transfer framework? ([ONCAT](#), [PCCAT](#))?

As a graduate certificate, most students will enter the program with a diploma or degree. This program does not offer any transfer opportunities under the ONCAT agreement as the ONCAT database only includes transfer agreements between and among diplomas and degrees in Ontario. Students applying from programs taken at other institutions may apply for external credit and these will be assessed within the standard guidelines and practices for reviewing external credit applications.

Once this program is established, Fanshawe may choose to see transfer relationships with local, regional or international universities into their degree programs (for students who entered with a diploma).

#### 4.5 How will this program help support the College’s enrolment growth strategy?

This program development supports one of the Board of Governors’ four approved College Strategic Goals (April 2017-March 2020); specifically, the goal toward enrolment growth and sustainable sources of alternative revenue for the College.

## 5.0 Demand for Program

### 5.1 Student Demand

International students in project management are looking for a related graduate certificate to enhance their employment opportunities within Canada and internationally. While this evidence is anecdotal and based on conversations with students who are seeking a suitable second graduate program, this need as identified by students will be satisfied with this proposed, project related program.

A focus group was held with current students in the Project Management Graduate Certificate program to gauge interest in the program as a complimentary graduate certificate. There was significant interest from students in this program. Students commented on the benefits of having the Business Analysis program to complement their engineering, science or computer/IT degrees. The synergy between the roles of a Project Manager and a Business Analyst and noted companies looking for those skill sets and

job postings requiring business analysis experience, practical skills and projects would enhance the marketability of a student and assist with obtaining industry certifications.

As Mohawk is the only college presently offering this program, there is little student demand information in the province. Mohawk had 49, 92 and then 82 domestic student applications in 2015, 2016 and 2017 respectively; however, the enrollment was 14, 21 and 23. International enrollment was 25, 10 and 26 during those same years. Together, Mohawk enjoyed an enrollment of 39, 32, and 49 when both domestic and international students were combined. There were very few applications from the Fanshawe catchment area that resulted in enrollments of 1, 1, and 0 students those same years (Feb 8, 2018 – Institutional Research).

These above-stated numbers do not include international students who start at Fanshawe first and then go to Mohawk. Anecdotally, students indicate that combining the PM Graduate Certificate program with the Business Analysis program is a good fit for them, and they report heading to Mohawk for that second graduate certificate. Should Fanshawe offer this program, students are more likely to stay at Fanshawe to complete their two graduate certificates. The laddering opportunity-created to support students in transitioning from one graduate certificate to the next at Fanshawe will help as well.

#### **International demand:**

There is a high demand for this particular new program development by the recruiters at the International Office at Fanshawe and it was presented to the LKSB as a potential new program in 2016. According to the international recruiters, during a meeting on September 9, 2016, there is high demand for this program particularly among students in India, China, and Europe (Russia, Ukraine). The recruiters have reconfirmed this demand each year since. This would be a solid program to combine with other business-related graduate certificates to facilitate the acquisition of a visa. A letter of support for the program was provided by Wendy Curtis, Executive Director, International Centre at Fanshawe College (attached). Wendy Curtis has since re-confirmed the continued international student demand for this program.

- a) Indicate which student populations are most likely to be attracted to the program:

##### **Persona Groups**

- ☐ Direct
- ☒ Non-direct
- ☒ International
- ☐ Other (identify):

- b) Include an assessment of whether this program will draw students away from existing College programs or complement existing programs.

The premise of this program is to give students interested in project management a complementary program that will enhance their opportunities for employment. International students tend to take two graduate certificates as they then receive a three-year work permit into Canada. Many students have indicated that they want two graduate certificates within the same discipline as well as a co-op. This program meets both of those needs.

## 5.2 Labour Market Demand

### Trend data (employment trends for related employment)

Institutional Planning and Research compiled a report for several NOC codes and in the London CMA there are positive trends for all of the industry codes. According to EMSI's projections, there is a 5% increase in new job growth projections for the London CMA for 4163 – Business Development Officers and Marketing Researchers and Consultants (1-2 new jobs) over the nine year period of 2016-2024. Although this is not high for the London community and it is not expected to grow, "All CMAs in the 100 mile from London CMA are expecting growth between 5-40% in new jobs, with significant growth expected in several cities including Kitchener-Cambridge-Waterloo CMA (30 new jobs/year), Guelph (10 new jobs/year) and Toronto (993 new jobs/year). One quarter of the new jobs in Ontario can be attributed to trends in the province."

Several of the industry-related codes for Business Analysts show positive trends for the London CMA, in particular, a 96% growth over the same 9-year period for NAICS5242 "Agencies, brokerages and other insurance related activities". The outlook in Ontario for Business Development Officers and Marketing Researchers and Consultants is fair, although this is a broad occupational group with varying educational requirements. At the same time, there is a 23% projected job growth (56 jobs/year) over the same 9-year period in the London CMA for 2171 – Information Systems Analysts and Consultants, with similar increases for the province at 24% and the country at 18%. Growth in the Kitchener-Cambridge-Waterloo and Hamilton will be positive with the greatest growth in Toronto (25% or 1,789 jobs)

The employment outlook for Professional Occupations in Business Management (1122) is good, according to Job Bank Canada for the 2017-2019 period. "Those with knowledge of marketing, operations management, strategic planning or financial analysis should have better employment opportunities. "Certification involving business analysis, operational efficiency-related techniques as well as knowledge and application of Lean and Six Sigma techniques to various business lines will also help job prospects.

Not all employment trends related to this profession are positive. New jobs projected for 4162 – Economists and Economic Policy Researchers and Consultants in the London CMA will see a decrease of 12% although this occupation is not currently significant in the London area. Most of these positions are found in Toronto. Further, there is a projected decrease (22%) for 1122 – Professional Occupations in Business Management Counselling, with some increase expected in Norfolk, Brantford, and Hamilton. Again, 80% of those jobs currently exist in Toronto, where the greatest job loss is anticipated.

A scan of internet career websites including Workopolis, Monster and Indeed, for the 2 weeks starting February 5-16, 2018 demonstrate a very positive outlook for Business Analysts in this area.

A further breakdown of available business analyst jobs, shows the greatest concentration of specialization is in the recruitment and information technology fields, followed by financial and "other" which includes a range of jobs.

## 6.0 Feasibility of Program

### 6.1 Multi-Year Enrolment Projections (headcount)

*Consultation: Registrar's Office*

	2018/19	2019/20	2020/2021	2021/2022	Ongoing
Total Enrolment	56	72	108	144	144
Number of Graduates	50	65	98	130	130

Total enrolment for each academic year includes two intakes (fall and winter), which means the program will be operating during three terms in the first year, followed by four terms for each of the subsequent years. It is anticipated that the enrolments will significantly rise with the introduction of domestic students in year two, as they did with the Project Management program, particularly since students will likely take both of these graduate certificates one after the other, and due to the fact that these programs are especially popular to international students.

### 6.2 Human Resources

- a) Include staffing plan for program, up to and including full implementation.
    1. Estimate the staffing requirements that are above the existing HR complement.
    2. Would there be any changes to current staffing arrangements in order to implement this new program?
    3. Would there be any additional training needs?
  1. Staffing for the program will initially be met within the current HR complement with additional teaching covered by -time and partial-load faculty for 33 hours per week. It is expected that one additional full-time faculty member will be required in the second year once the program is fully implemented, along with 37 hours of non-full-time teaching. This pattern will continue for the subsequent several years.
  2. No new changes to current staffing arrangements are anticipated for the implementation of the new program.
  3. There may be some additional training required for current faculty which is anticipated to be met attending industry events and conferences within the first year of the program.
- b) Student Services
    1. What other Learner / Student Success Services are required?

Adequate learner/student success services are already available in the LKSB to support delivery of this program with no additional supports anticipated beyond the hiring of one full-time faculty member in the second year.



## 6.4 Tuition Fees

**Consultation: Registrar's Office, Financial Planning, CAE**

- **Wt** - Program Weight for funding purposes: 1.1
- **FU** - Program Funding Units for funding purposes: 0.9
- Proposed annual tuition fee: Domestic \$2773.84 International \$14,320.00
- Fees: Regular Yes x No         
High Demand Yes        No x

What tuition and ancillary fees are being charged by other colleges for similar programs?

Mohawk College posted *domestic* tuition fees for the 2017-2018 academic year as \$2,988.98 per semester (2) plus \$643.50 for mandatory ancillary fees in semester 1 and \$629.35 for mandatory ancillary fees in semester 2. Total for the year is \$7,250.81.

The *international* tuition fees at Mohawk for the same academic year are \$7,577.93 for each semester and ancillary fees of \$450 and \$375 for semester one and two respectively.

## 6.5 Program Resources

a) **Capital requirements**

1. No special capital requirements will be required for this program.
2. No special capital requirements are anticipated for ongoing delivery of this program.
3. No capital investment is required to implement this program.
4. This program will require classroom space that includes wifi and whiteboards.
5. No special lab amenities are needed.

### b) Space requirements



See **Appendix G: Detailed Course Delivery**

1. The program will not require specific renovations to existing space.
2. The program will not require designated space.
3. The program is expected to require classrooms which accommodate 40-50 students, laptop enabled and which have been designed to promote active learning through the use of pods or group seating and extensive whiteboard space around the perimeter of the classroom.

Lisa Dennis, Coordinator, Academic Support in the CAE, indicated that, "I am currently working with FM and IT on our "space plan" for this Fall to increase classroom capacity. I am confident we will get some more space, so based on this, I support these programs" (Feb 7, 2018 – "these programs" is also referencing the Sport and Event Marketing Management program also in development).

**c) Computing requirements – Program is windows based and requires all participants to have a laptop available for classes.**

Software includes: Word, Excel, PowerPoint, MS Project, Visio, Tableau, Pencil Project, Grapher, and Gatherspace.

1. Identify any computers or related hardware devices that are to be funded:
  - ☐ Desktop Computer ☒ Laptop ☐ Notebook ☐ Tablet
  - ☐ PC based ☐ MAC ☐ IOS ☐ Android ☐ Other:
2. Identify any connectivity requirements that are to be funded:
  - ☐ Permanent Hardwire ☐ Pluggable e.g. Laptop ☒ Wireless
  - ☐ Other:
3. Identify any data storage requirements that are to be funded (excluding FOL):
  - ☐ Local Hard Drive ☐ Area Server ☐ Central Server ☐ Cloud
  - ☐ Other:
4. Identify any software requirements and version:
  - ☐ Office Professional Plus ☒ Office Project Professional
  - ☐ Office Proof ☐ English ☐ French ☐ Spanish
  - ☐ Office Publisher ☒ Office Visio
  - ☐ Silverlight
  - ☐ Other:
5. Estimate the computing requirements required for startup of all levels.
6. Estimate the computing requirements for ongoing delivery of the program (up to the 5<sup>th</sup> year).
7. What are the implications for existing IT architecture given program size, delivery format and computing requirements?
8. Does existing IT infrastructure allow this program to be offered as proposed? If no, what is required?
9. What are the software licensing fees (one time and annual)?

10. Is there a requirement to purchase enabling technologies (clickers, SMART Boards, etc.)? If yes, describe.
11. Can the proposed hardware and software run on the College's networks? If no, describe what is required.
12. What are the online registration, e-learning and FOL requirements?
13. Are there specific IT staff support needs for the program? If yes, describe.

***Consultation: Information Technology Services***

There are no additional Information technology requirements anticipated for the program.

- d) **Learning Resources** - Include collections and/or online resources required.

***Consultation: Library***

The Fanshawe library currently houses 150 printed books related to the topics of business analysis including business process management, business intelligence, strategy, analysis, business architecture, project management and Lean Six Sigma. In addition to the printed items, students will also have access to more than 5000 digital books and articles related to the study of business analysis. Faculty are currently reviewing additional materials which will be beneficial for the library to have for students in the program and this information will be relayed to the library as it becomes available during the development of the program.

- e) **Marketing Plan** - Outline marketing strategies that will assist in reaching the appropriate student populations for this program.

***Consultation: Reputation and Brand Management***

In consultation with Josh Westgate, Marketing Officer for the LKSB, the following marketing and recruitment strategies have been proposed for the BA Graduate Certificate:

- Development of a comprehensive program launch campaign to target local catchment area and expanding out further into southwestern Ontario including digital and print advertising including student newspapers at colleges and universities within London and southwestern Ontario area.
- Cross-promotional marketing strategy within Business Analysis and Project Management associations including local and provincial chapters and targeted advertising and promotion in their industry publications, trade fairs, sponsorship of industry events and providing faculty experts for guest speaking opportunities.
- Participation in recruitment/pathway/graduate studies fairs and events at Fanshawe and within southwestern Ontario to promote the program to current and prospective Fanshawe students
- Offer editorial content for industry publications and non-English speaking newspapers within the London area which market to the Chinese, Arab, Spanish speaking populations discussing the benefits of graduate studies in this program as a complement to previous education in engineering or business.

Consultation with Wendy Curtis, Executive Director, International Fanshawe College February 23, 2018:

In this new and unique international student recruitment environment, the International Centre will first capitalize on the reputation of the Lawrence Kinlin School of Business by informing the over 250 waitlisted students for September 2018 of this offering. Current qualified students will be informed of



the Business Analysis offering as a potential second program choice for their consideration at the same time. Historical numbers show that about 900 successful international students stayed for a second program in the past year at Fanshawe College. The same level of interest is anticipated for September 2018. Traditional methods of marketing will be employed as an adjunct to current demand and will include agent fairs, websites, print materials and digital campaigns throughout the world.

#### **6.6 Budget for Program - (multi-year)**



See **Appendix H: Multi-Year Budget Projections with Net Present Value (NPV)**.

- a) Quantify any estimated spending requirements that are above your existing budget.
- b) Outline any budgetary assumptions.
- c) What was the outcome of your funding calculation?

***Consultation: Financial Planning***

Consultation with Terry Dobson, on April 2, 2018, confirmed that this program proposal offers a healthy plan in terms of budget. It is based on a conservative 80% retention rate, although a much higher rate is anticipated based on experience of other graduate certificates offered to international students. The net present value is very healthy at almost \$3,712,006. Refer to Appendix H for details.

#### **6.7 Alternative Sources of Funding**

- a) Are there alternative sources of funding for this program (e.g., donations, repurposing, partnerships)?

***Consultation: Advancement and Alumni Office***

There are opportunities to request support in the form of awards and/or donations, conference sponsorships and bursaries from the Project Management Institute as well as the SWOC Ontario PMI Local Chapter. Upon approval of this program, these sources will be contacted along with the Advancement and Alumni office for support.

## **Appendices**

Appendix A: CVS Application, Program Map – Forms 1 and 2

Appendix B: Program Description

Appendix C: Program Curriculum

Appendix D: Regulatory Status Form

Appendix E: Curriculum Map (VLOs/EESs Matrices)

Appendix F: Program Delivery Information Form

Appendix G: Detailed Course Delivery

Appendix H: Multi-Year Budget

Appendix I: CVS Validation Letters

Appendix J: Minutes from Advisory Meeting

Appendix K: Letters of Support



## APPLICATION FORM FOR PROGRAM PROPOSAL

<b>A. Funding Request:</b> This proposal will be sent to the MTCU for Approval for Funding. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No									
<b>B. College Name:</b> Fanshawe College									
<b>C. College Contact(s):</b> Person responsible for this proposal.  <table><tr><td><b>Name:</b> Tracy Gedies</td><td><b>Name:</b> Lisa Schwerzmann</td></tr><tr><td><b>Title:</b> Director, Centre For Academic Excellence</td><td><b>Title:</b> Program Manager, Lawrence Kinlin School of Business</td></tr><tr><td><b>Telephone:</b> (519) 452-4430 x4733</td><td><b>Telephone:</b> (519) 452-4430 x4047</td></tr><tr><td><b>E-mail:</b> <a href="mailto:tgedies@fanshawec.ca">tgedies@fanshawec.ca</a></td><td><b>E-mail:</b> <a href="mailto:lschwerzmann@fanshawec.ca">lschwerzmann@fanshawec.ca</a></td></tr></table>		<b>Name:</b> Tracy Gedies	<b>Name:</b> Lisa Schwerzmann	<b>Title:</b> Director, Centre For Academic Excellence	<b>Title:</b> Program Manager, Lawrence Kinlin School of Business	<b>Telephone:</b> (519) 452-4430 x4733	<b>Telephone:</b> (519) 452-4430 x4047	<b>E-mail:</b> <a href="mailto:tgedies@fanshawec.ca">tgedies@fanshawec.ca</a>	<b>E-mail:</b> <a href="mailto:lschwerzmann@fanshawec.ca">lschwerzmann@fanshawec.ca</a>
<b>Name:</b> Tracy Gedies	<b>Name:</b> Lisa Schwerzmann								
<b>Title:</b> Director, Centre For Academic Excellence	<b>Title:</b> Program Manager, Lawrence Kinlin School of Business								
<b>Telephone:</b> (519) 452-4430 x4733	<b>Telephone:</b> (519) 452-4430 x4047								
<b>E-mail:</b> <a href="mailto:tgedies@fanshawec.ca">tgedies@fanshawec.ca</a>	<b>E-mail:</b> <a href="mailto:lschwerzmann@fanshawec.ca">lschwerzmann@fanshawec.ca</a>								
<b>D. Proposed Program Title:</b> <a href="#">Business Analysis</a>									
<b>E. Proposed Credential:</b> Please select one (1). <input type="checkbox"/> Local Board Approved Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Ontario College Advanced Diploma <input checked="" type="checkbox"/> Ontario College Graduate Certificate									
<b>F. Program Maps (Appendix A):</b> Please complete and attach the two (2) Program Maps. <a href="#">Form 1-</a> Vocational Program Learning Outcomes <a href="#">Form 2-</a> Essential Employability Skills Outcomes									
<b>G. Program Description (Appendix B):</b> Please complete and attach the Program Description Form.									
<b>H. Program Curriculum (Appendix C):</b> Please complete and attach the Program Curriculum Form.									
<b>I. Regulatory Status Form (Appendix D):</b> Please complete and attach the Regulatory Status Form.									
<b>J. Date of Submission to CVS:</b> <a href="#">February 6, 2018</a>									
<b>FOR CVS USE ONLY</b>									
<b>K. Date of CVS Response:</b>									
<b>L. CVS Validation Decision:</b> <input type="checkbox"/> Proposal Validated. APS Number: Reason: <input type="checkbox"/> Proposal not Validated. Reason:									
<b>M. CVS Signature:</b>									

Send the completed form and required appendices to: [belfer@ocqas.org](mailto:belfer@ocqas.org). For detailed information on how to complete the *Application Form for Program Proposal*, please refer to the *Instructions for Submission of Program Proposal* document at [www.ocqas.org](http://www.ocqas.org).



## INTRODUCTION

The process established by the Credentials Validation Service (CVS) is designed to be a streamlined, seamless, effective, and efficient process that will allow colleges to submit and receive validation requests and decisions in a timely manner. The document with the instructions to complete this form (*CVS Instructions for Submission of Program Proposal*) is available to all colleges on the OCQAS website ([www.ocqas.org](http://www.ocqas.org)).



**F. PROGRAM MAPS (APPENDIX A): Form 1 - Vocational Program Learning Outcomes**

<b><u>Provincial Vocational Program Outcomes</u></b> <input type="checkbox"/> Provincial Program Standard, or <input checked="" type="checkbox"/> Provincial Program Description <b>MTCU code: 70242 (Mohawk)</b>	<b>Proposed Program Vocational Learning Outcomes</b>	<b>Course Title / Course Code</b>
1. Develop new or improved innovative business processes from gap analysis through process design in support of a company's strategic objectives in a socially responsible manner.	1. Develop new or improved innovative business processes from gap analysis through process design in support of a company's strategic objectives in a socially responsible manner.	BUSA-6XXX Introduction to Business Analysis BUSA-6XXX Methods for Business Analysis BASR-6XXX Strategy and Requirements Analysis BUSA-6XXX Perspectives for Business Analysis LEAN-6XXX Business Process Management: Lean Six Sigma CASE-6XXX Business Case Development
2. Utilize effective and established research, documentation methods, and business improvement procedures in order to develop and document business processes and business models according to established timelines and project goals.	2. Develop and document business processes and business models according to established timelines and project goals in order to successfully execute the project.	BUSA-6XXX Introduction to Business Analysis COMM-6019 Professional Communications BUSA-6XXX Methods for Business Analysis BABI-6XXX Business Intelligence BABA-6XXX Business Architecture BASR-6XXX Strategy and Requirements Analysis BASA-6XXX Solution Analysis and



		Management BUSA-6XXX Perspectives for Business Analysis CASE-6XXX Business Case Development
3. Plan, manage, and facilitate the requirements gathering activities throughout the requirements process for changes to a business system, including analysis of the interdependence between financial and operational metrics.	3. Plan, manage, and facilitate requirements gathering activities to define, manage, and implement the product or process.	BUSA-6XXX Introduction to Business Analysis COMM-6019 Professional Communications BABI-6XXX Business Intelligence BABA-6XXX Business Architecture BASR-6XXX Strategy and Requirements Analysis BUSA-6XXX Perspectives for Business Analysis CASE-6XXX Business Case Development
4. Develop strategies to bridge gaps between requirements and existing systems using appropriate methods, tools, techniques and documentation in accordance with standard business practices.	4. Develop strategies to bridge gaps between requirements and existing systems in accordance with standard business practices.	BUSA-6XXX Introduction to Business Analysis BUSA-6XXX Methods for Business Analysis BABI-6XXX Business Intelligence BABA-6XXX Business Architecture BUSA-6XXX Perspectives for Business Analysis LEAN-6XXX Business Process Management: Lean Six Sigma CASE-6XXX Business Case Development
5. Use a project management approach to communicate technical and business information to a variety of	5. Accurately communicate technical and business information to all stakeholders to	BUSA-6XXX Project Management Fundamentals for Business Analysts



stakeholders, including technical and business stakeholders	ensure clear understanding of system requirements.	BASA-6XXX Solution Analysis and Management BUSA-6XXX Perspectives for Business Analysis BUSA-6XXX Business Analysis in the Agile Organization LEAN-6XXX Business Process Management: Lean Six Sigma
6. Collaborate, network and communicate with various stakeholders in an ethical manner by applying negotiation and problem-solving skills in order to evaluate and align business processes and business models with the strategic objectives of the organization	6. Collaborate and network with stakeholders in an ethical manner to evaluate and align business processes and business models with the strategic objectives of the organization.	BUSA-6XXX Introduction to Business Analysis COMM-6019 Professional Communications BUSA-6XXX Project Management Fundamentals for Business Analysts BUSA-6XXX Methods for Business Analysis BASR-6XXX Strategy and Requirements Analysis BASA-6XXX Solution Analysis and Management BUSA-6XXX Business Analysis in the Agile Organization

*Add additional rows as required to complete the mapping exercise.*



**F. PROGRAM MAPS (APPENDIX A): Form 2 – Essential Employability Skills Outcomes**

<b>Skill Categories</b>	<b>Defining Skills</b> Skill areas to be demonstrated by the graduates	<b>Essential Employability Skills Outcomes</b> The graduate has reliably demonstrated the ability to:	<b>Course Title / Course Codes</b> (As indicated in Appendix A)
<b>Communication</b>	<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Speaking</li><li>• Listening</li><li>• Presenting</li><li>• Visual Literacy</li></ul>	<ul style="list-style-type: none"><li>• communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience</li></ul>	BUSA-6XXX Introduction to Business Analysis BUSA-6XXX Methods for Business Analysis BASR-6XXX Strategy and Requirements Analysis BUSA-6XXX Business Analysis in the Agile Organization LEAN-6XXX Business Process Management: Lean Six Sigma CASE-6XXX Business Case Development
		<ul style="list-style-type: none"><li>• respond to written, spoken, or visual messages in a manner that ensures effective communication</li></ul>	BUSA-6XXX Project Management Fundamentals for Business Analysts BASR-6XXX Strategy and Requirements Analysis BUSA-6XXX Business Analysis in the Agile Organization LEAN-6XXX Business Process





Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			Management: Lean Six Sigma
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>Understanding and applying mathematical concepts and reasoning</li> <li>Analysing and using numerical data</li> <li>Conceptualizing</li> </ul>	<ul style="list-style-type: none"> <li>execute mathematical operations accurately</li> </ul>	BUSA-6XXX Introduction to Business Analysis BUSA-6XXX Methods for Business Analysis BASA-6XXX Solution Analysis and Management CASE-6XXX Business Case Development
<b>Critical Thinking &amp; Problem Solving</b>	<ul style="list-style-type: none"> <li>Analysing</li> <li>Synthesizing</li> <li>Evaluating</li> <li>Decision-making</li> <li>Creative and innovative thinking</li> </ul>	<ul style="list-style-type: none"> <li>apply a systematic approach to solve problems</li> </ul>	BUSA-6XXX Project Management Fundamentals for Business Analysts BABI-6XXX Business Intelligence BABA-6XXX Business Architecture BASA-6XXX Solution Analysis and Management BUSA-6XXX Perspectives for Business Analysis BUSA-6XXX Business Analysis in the Agile Organization CASE-6XXX Business Case Development



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
		<ul style="list-style-type: none"> <li>use a variety of thinking skills to anticipate and solve problems</li> </ul>	BUSA-6XXX Project Management Fundamentals for Business Analysts BUSA-6XXX Methods for Business Analysis BABI-6XXX Business Intelligence BABA-6XXX Business Architecture BASR-6XXX Strategy and Requirements Analysis BUSA-6XXX Perspectives for Business Analysis
Information Management	<ul style="list-style-type: none"> <li>Gathering and managing information</li> <li>Selecting and using appropriate tools and technology for a task or a project</li> <li>Computer literacy</li> <li>Internet skills</li> </ul>	<ul style="list-style-type: none"> <li>locate, select, organize, and document information using appropriate technology and information systems</li> </ul>	BUSA-6XXX Methods for Business Analysis BABI-6XXX Business Intelligence BASR-6XXX Strategy and Requirements Analysis BUSA-6XXX Perspectives for Business Analysis CASE-6XXX Business Case Development
		<ul style="list-style-type: none"> <li>analyse, evaluate, and apply relevant information from a variety of sources</li> </ul>	BABA-6XXX Business Architecture BASR-6XXX Strategy and



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			Requirements Analysis BUSA-6XXX Business Analysis in the Agile Organization LEAN-6XXX Business Process Management: Lean Six Sigma CASE-6XXX Business Case Development
Inter-personal	<ul style="list-style-type: none"> <li>Team work</li> <li>Relationship management</li> <li>Conflict resolution</li> <li>Leadership</li> <li>Networking</li> </ul>	<ul style="list-style-type: none"> <li>show respect for the diverse opinions, values, belief systems, and contributions of others</li> </ul>	BABA-6XXX Business Architecture BASR-6XXX Strategy and Requirements Analysis BASA-6XXX Solution Analysis and Management BUSA-6XXX Perspectives for Business Analysis
		<ul style="list-style-type: none"> <li>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals</li> </ul>	BUSA-6XXX Introduction to Business Analysis BUSA-6XXX Project Management Fundamentals for Business Analysts BUSA-6XXX Perspectives for Business Analysis BUSA-6XXX Business Analysis in the



Skill Categories	Defining Skills Skill areas to be demonstrated by the graduates	Essential Employability Skills Outcomes The graduate has reliably demonstrated the ability to:	Course Title / Course Codes (As indicated in Appendix A)
			Agile Organization LEAN-6XXX Business Process Management: Lean Six Sigma
Personal	<ul style="list-style-type: none"> <li>Managing self</li> <li>Managing change and being flexible and adaptable</li> <li>Engaging in reflective practice</li> <li>Demonstrating personal responsibility</li> </ul>	<ul style="list-style-type: none"> <li>manage the use of time and other resources to complete projects</li> </ul>	BUSA-6XXX Introduction to Business Analysis BUSA-6XXX Project Management Fundamentals for Business Analysts BASA-6XXX Solution Analysis and Management CASE-6XXX Business Case Development
		<ul style="list-style-type: none"> <li>take responsibility for one's own actions, decisions, and consequences</li> </ul>	BUSA-6XXX Introduction to Business Analysis BUSA-6XXX Project Management Fundamentals for Business Analysts BASA-6XXX Solution Analysis and Management CASE-6XXX Business Case Development



## G. PROGRAM DESCRIPTION (APPENDIX B)

### Program Description

*The Business Analysis program offered at Fanshawe College is an 8 month Ontario Graduate Certificate. Business analysts drive change within organizations; they maintain a vibrant and dynamic skill set in today's fast paced world. Learning within the program is focused on the gathering, comprehension and management of project requirements to meet the strategic, tactical and financial goals of an organization.*

*Students will develop critical-thinking skills, with a focus on gathering end user requirements to meet project outcomes. Students will become competent in documenting both business and system processes using interviews, surveys, focus groups, group workshop facilitation and end user observations. Courses also include Project Management, Negotiation, Facilitation and Six Sigma.*

*Business Analysis graduates will be able to lead large teams to critically assess existing business challenges, facilitate gap analysis and develop new business solutions to meet the strategic goals of the organization. Graduates will also receive their diploma for the International Institute of Business Analysis, qualify to write the exam for the Lean Six Sigma Green Belt Certification, and qualify to write the exam for the Certified Business Architect designation.*

### Laddering Opportunities

*This program will provide a laddering opportunity from any of the diplomas and advanced diplomas offered within the Lawrence Kinlin School of Business at Fanshawe, or from the business programs at other colleges in Ontario. Further, it provides a pathway for students to and from the Project Management Graduate Certificate offered at Fanshawe.*

### Occupational Areas

*Graduates of the Business Analysis Program can pursue work as Business Analysts, Business Process Analysts, Change Management Specialists, and Project Managers or they may be self-employed.*

### Proposed Program Vocational Learning Outcomes

***The graduate has reliably demonstrated the ability to:***

1. Develop new or improved innovative business processes from gap analysis through process design in support of a company's strategic objectives in a socially responsible manner.
2. Develop and document business processes and business models according to established timelines and project goals in order to successfully execute the project.
3. Plan, manage, and facilitate requirements gathering activities to define, manage, and implement the product or process.
4. Develop strategies to bridge gaps between requirements and existing systems in accordance with standard business practices.
5. Accurately communicate technical and business information to all stakeholders to ensure clear understanding



of system requirements.

6. Collaborate and network with stakeholders in an ethical manner to evaluate and align business processes and business models with the strategic objectives of the organization.

## Admission Requirements

One of:

- Ontario College Diploma, Ontario College Advanced Diploma, Degree or equivalent;  
- OR -
- Acceptable combination of related work experience and post-secondary education as judged by the College\*  
- OR -
- Five years of work experience in the financial services industry as judged by the College to be equivalent\*

NOTE:

\*Applicants may be required to submit a résumé and cover letter that includes details of work experience.

### **English Language Requirements (Post-Secondary Diploma, Advanced Diploma or Certificate programs)**

Applicants whose first language is not English will be required to demonstrate proficiency in English by one of the following methods:

- A Grade 12 College Stream or University Stream English credit from an Ontario Secondary School, or equivalent, depending on the program's Admission Requirements
- Test of English as a Foreign Language (TOEFL) test with a minimum score of 550 for the paper-based test (PBT), or 79 for the Internet-based test (iBT), with test results within the last two years
- International English Language Testing System (IELTS) test with an overall score of 6.0 with no score less than 5.5 in any of the four bands, with test results within the last two years
- Canadian Academic English Language (CAEL) test with an overall score of 60 with no score less than 50 in any of the four bands, with test results within the last two years
- An English Language Evaluation (ELE) at Fanshawe College with a minimum score of 70% in all sections of the test, with test results within the last two years

Refer to <http://www.fanshawec.ca/admissions/how-apply/admission-requirements/english-language-requirements> for current requirements

**H. PROGRAM CURRICULUM (APPENDIX C)**

<b>Semester</b>	<b>Course Code/ Course Title</b> <i>(As indicated in Appendix A)</i>	<b>General Education Course</b> <i>(indicate with an X)</i>	<b>Total Course Hours</b>	<b>Course Description</b>
<b>1</b>	<b>Introduction to Business Analysis</b>		<b>45</b>	This course will introduce the concepts and functions central to the discipline of business analysis following the International Institute of Business Analysis BABOK. Areas to be covered include: Planning and Monitoring, Elicitation and Collaboration, Life Cycle Management, Strategy Analysis, Requirements Analysis and Design Definition, and Solution Evaluation. Case studies will be used to allow exploration of the topics presented to be viewed in an organizational context.
<b>1</b>	<b>Professional Communications</b>		<b>45</b>	This course focuses on refining and advancing student's workplace communication abilities. The advanced communication documents and strategies covered include presentation skills, research skills, business document writing, meeting and management team strategies, business etiquette, and advanced employment communications. Additionally, students learn about interpersonal and intercultural communication (high/low and monochronic/polychronic context) concepts and strategies. Throughout the course, students perform analysis in online groups to reflect a workplace environment. This course requires students to regularly engage in an online environment. This course is hybrid, with two class hours live and one class hour online each module. (Note: The one virtual hour consists of reviewing additional material (print and multimedia), and of completing the substantial discussions (which require additional research))
<b>1</b>	<b>Project Management fundamentals for business analysts</b>		<b>45</b>	Business analysts engage organizational stakeholders to identify, develop, oversee execution, and review project outcomes. Collaborating with project managers, and often



				being called upon to manage projects, requires an understanding of the fundamental processes and techniques of project management. This course provides a survey of the project management function from the perspective of business analysis. Topics to be discussed include: Strategy and Project Selection, Structure and Culture, Project Definition, Time and Cost Estimation, Risk Management, Leadership, Managing Teams, Outsourcing, and Closure. Students will apply the techniques introduced in this course to map a project using software tools and conduct peer review of potential performance and outcomes.
<b>1</b>	<b>Methods for Business Analysis</b>		<b>45</b>	A survey of techniques for organizational analysis based on the International Institute of Business Analysis BABOK will be presented using individual and collaborate approaches to case analysis. Topics include quantitative and qualitative methods for Planning, Elicitation, Collaboration, Internal and External Stakeholder Management, Data Analysis, Regulatory Management, Strategy and Requirements Analysis, and Solution Evaluation. After completing this course, students will be able to select and apply methods of business analysis within the enterprise context.
<b>1</b>	<b>Business Intelligence</b>		<b>45</b>	Business analysts facilitate the identification, reconstruction, enrichment, and integration of internal and external data into value-added resources for organizational process and operational improvement in support of business strategy. Business Intelligence uses a data-centric approach to organizational modelling for process improvement. Data warehousing, data modeling, and user interface will be explored in the context of providing accurate, organized, and efficient Decision Support Systems for business analysts and organizational stakeholders. Database management systems, predictive analytics, and dashboards will be presented as tools for transforming and delivering business intelligence. Using a case study, students will construct a business intelligence plan





				using data and business analysis methodologies.
1	<b>Business Architecture</b>		45	Business architecture is the process of aligning strategic objectives and tactical requirements through a universal understanding of an organizational blueprint. At a foundational level, all aspects of an enterprise's capabilities, organizational structure, information, and value streams are connected with internal and external stakeholders covering the entire business scope. Topics in this course will include: Business Architecture Blueprints, Model Frameworks, Performance Management, Scenario Analysis, Mapping, and IT Architecture Alignment. Case studies and industry reference models are used to illustrate the key concepts and methodologies for the modern business architect. Upon completion of this course, students will be prepared to write the Certified Business Architect exam through the Business Architects Guild.
2	<b>Strategy and Requirements Analysis</b>		45	This course provides a framework for students to expand their knowledge of business analysis techniques for enterprise strategic and project requirements. Topics will include: Current and Future State Analysis, Requirements Specification, Verification, Validation, Design Requirements, Change Strategy, Risk Assessment, and Potential Value Analysis. Students will develop a plan to migrate a set of enterprise processes from current to future state, aligning overall corporate strategy with individual stakeholder requirements. The migration plan will be presented for peer review.
2	<b>Solution analysis and Management</b>		45	Business analysts present solutions facilitating process migration from current to future states. During the implementation phase, solution performance is measured, analyzed, and optimized to maximize solution value. Techniques and procedures will be introduced and used to evaluate case based solutions in both individual and team contexts. Students will report on solution performance, assess solution and enterprise limitations, and provide recommendations for improving solution value based on solution



				implementation case scenarios.
<b>2</b>	<b>Perspectives for Business Analysis</b>		<b>45</b>	Business analysts tailor their approach to enterprise analysis using a perspective that aligns with current and desired organizational structure, business processes, and task requirements. While not exclusive, diverse perspectives for business analysis improve efficiency and effectiveness from the planning through solution stages benefitting from a requirements tailored approach. Business analysts often operate from a hybrid perspective combining aspects of various approaches to optimize the analysis process and deliverables. This course will present business analysis from the Business Process Management, Business Architecture, Business Intelligence, Agile, and Information Technology perspective. Students will identify and recommend approaches for individual and enterprise wide project analysis based on achieving optimal alignment of strategy, organizational capabilities, and stakeholder requirements.
<b>2</b>	<b>Business Analysis in the Agile Organization</b>		<b>45</b>	The Agile organization embraces constant change. Business analysis in an Agile environment requires techniques and tactics designed to deliver work products often at the last possible moment of responsibility to deliver value to the Agile team. This course will focus on key principles, practices, and processes for business analysis within the Agile environment. Topics will include: Roles in the Agile Environment, Self-Organized Teams, Product Roadmaps, Metrics, Risk, and Evaluation. The Agile environment will be viewed from the Scrum and Kanban approaches with an emphasis on evaluating organizational process effectiveness. Students will actively perform roles within for approaches through participation in business case simulations.
<b>2</b>	<b>Business Process Management: Lean Six Sigma</b>		<b>45</b>	Business Process Management (BPM) is the business analysis discipline of identifying, analyzing, and improving business processes. This course uses the Lean Six Sigma approach to BPM and covers topics specified in the Universally Accepted Lean Six Sigma Body of Knowledge as developed by the International Association for Six Sigma Certification.



				Upon completion of this course, students will have covered the material required to write the IASSC Certified Green Belt Certification Exam. Business process improvement will be followed through the Define, Measure, Analyze, Improve, and Control phases and students will be required to apply Lean Six Sigma techniques to business case scenarios.
<b>2</b>	<b>Business Case Development</b>		<b>45</b>	Business Case Development is a capstone course intended for students studying the Business Analysis Certificate to synthesize their knowledge and experience from the program. This course provides an opportunity for students to develop a business case for enterprise change from planning through solution stages. Students will present their business cases for peer review and discussion.

*Add additional rows as required to complete the curriculum chart.*



## I. REGULATORY STATUS FORM (APPENDIX D)

Please complete the following:

*There IS a legislative requirement that program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation*

- ☐ **Mandatory recognition of a regulatory authority exists and is being sought.**  
(Please refer to Section A below- *Mandatory Regulatory Requirements*)

*There IS or IS NOT a voluntary (i.e., not required by legislation) licensing or certification for entry to practice in the profession or trade.*

- ☐ YES  
☒ NO

- ☒ **Voluntary recognition of a regulatory authority IS being sought.**  
(Please refer to Section B below- *Recognition by Voluntary Association*)

- ☐ **Voluntary recognition is NOT being sought\*.**  
Please explain why:

*\*Note: There may be titling implications for programs that are not seeking recognition in an area where existing programs have secured recognition.*



## A. MANDATORY REGULATORY REQUIREMENTS

Where licensing or certification is ***required by legislation*** for entry to practice in the profession or trade, the Ministry of Training, Colleges and Universities requires that colleges ensure that their programs will meet the requirements of the regulatory body in order to be approved for funding.

Name of regulatory authority:

**Status** (please select ALL that apply)

☐ Accreditation or approval by the regulatory authority / designated third party received.

Date of recognition:

☐ The college is working toward accreditation with the regulatory authority/ designated third party.

Describe current status of application:

Expected date of recognition:

☐ The regulatory authority does not accredit educational programs directly or through designated third party. Formal acknowledgement (e.g. in its published or legislated registration requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

**Please submit an acknowledgement and/or evidence from the regulatory authority regarding the status of the recognition.**



## B. RECOGNITION BY VOLUNTARY ASSOCIATION

Colleges may choose to have a program accredited or recognized by a voluntary membership organization or association. Graduate eligibility for association recognition or adherence to standards imposed by the body is **a recommendation and not a requirement** for program funding approval by the Ministry of Training, Colleges and Universities.

Name of voluntary associations:

1. International Institute of Business Analysis
2. Lean Six Sigma Green Belt Certification
3. Certified Business Architect

**Status** (please select ALL that apply)

☒ The college is working toward recognition.

Describe current status of application: Contact has been initiated with all 3 bodies. The International Institute of Business Analysis (IIBA) will provide students with an IIBA Diploma automatically upon completion of the Business Analysis Graduate Certificate, pending their approval of this program. Also, at the completion of the program, students will qualify to write The Lean Six Sigma exam as well as the Certified Business Architect exam which is offered through the Business Architects Guild.

Expected date of recognition: August 1, 2018

☐ Recognition has been received.

Date of recognition:

Type of recognition (e.g. accreditation, graduates eligible to write membership exams, etc.):

☐ The association does not recognize educational programs directly or through designated third party. Formal recognition (e.g. in its published requirements) that the program graduates will be eligible to write any required certifying or registration exam(s) or that the program is otherwise recognized for the purposes of certifying or registering a graduate is being sought.

**Please submit an acknowledgement and/or evidence from the regulatory authority or voluntary association regarding the status of the recognition.**

## APPENDIX E: CURRICULUM MAP VLOs

PROGRAM MAPPING: Business Analysis Graduate Certificate																					
							LEVEL ONE						LEVEL TWO								
PROGRAM VOCATIONAL LEARNING OUTCOMES							Introduction to Business Analysis	Professional Communications (COMM 6019)	Project Management Fundamentals for Business Analysts	Methods for Business Analysis	Business Intelligence	Business Architecture	Strategy and Requirements Analysis	Solution Analysis and Management	Perspectives for Business Analysis	Business Analysis in the Agile Organization	Business Process Management: Lean Six Sigma	Business Case Development	Optional Co-op Work-Integrated Learning Experience	# OF COURSES EVALUATING THE OUTCOME	
1 - Introductory																					
2 - Intermediate																					
3 - Advanced																					
The graduate has reliably demonstrated the ability to: (Source: MTCU Code 70242)																					
1. Develop new or improved innovative business processes from gap analysis through process design in support of a company's strategic objectives in a socially responsible manner.							2			2	2	2		3		3		3	3	9	
2. Develop and document business processes and business models according to established timelines and project goals using effective and established research, documentation methods, and business improvement procedures.							2	2		2	2	2		3	2	3		3	3	10	
3. Plan, manage, and facilitate the requirements gathering activities throughout the requirements process for changes to a business system, including analysis of the interdependence between financial and operational metrics.							2	2			2	2		2		3		3	3	8	
4. Develop strategies to bridge gaps between requirements and existing systems using appropriate methods, tools, techniques and documentation in accordance with standard business practices.							2			2	2	2				3		3	3	8	
5. Communicate technical and business information to a variety of stakeholders, including technical and business stakeholders using a project management approach.									2					2	3	3	2		3	6	
6. Collaborate, network and communicate with various stakeholders in an ethical manner by applying negotiation and problem-solving skills in order to evaluate and align business processes and business models with the strategic objectives of the organization.							2	2	2	2				3	3		3		3	8	
																			3	1	
TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE							5	3	2	4	4	4		4	3	5	2	3	4	7	
V = Vocational Courses E = Essential Employability Skills Courses																					
GM = General Education (mandatory) G = General Education (elective)																					

## APPENDIX E: CURRICULUM MAP EES'S

PROGRAM MAPPING: Business Analysis Graduate Certificate																					
							LEVEL ONE							LEVEL TWO							
PROGRAM ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES							Introduction to Business Analysis	Professional Communications (COMM 6019)	Project Management Fundamentals for Business Analysts	Methods for Business Analysis	Business Intelligence	Business Architecture	Strategy and Requirements Analysis	Solution Analysis and Management	Perspectives for Business Analysis	Business Analysis in the Agile Organization	Business Process Management: Lean Six Sigma	Business Case Development	Optional Co-op Work-Integrated Learning Experience	# OF COURSES SUPPORTING THE OUTCOME	
4 = R      5 = RE      6 = TE      7 = TRE																					
T = Taught      R = Reinforced      E = Evaluated																					
The graduate has reliably demonstrated the ability to: (Source: MTCU Code)																					
1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.							6			6			4			6	6	5	4	7	
2. respond to written, spoken, or visual messages in a manner that ensures effective communication.									7				4			5	5		4	5	
3. execute mathematical operations accurately.							6			7				7				5	4	5	
4. apply a systematic approach to solve problems.									6		5	5		4	7	5		7	4	8	
5. use a variety of thinking skills to anticipate and solve problems.									5	6	7	7	7		7				4	7	
6. locate, select, organize, and document information using appropriate technology and information systems.										7	7		5		5			5	4	6	
7. analyze, evaluate, and apply relevant information from a variety of sources.												7	7		5	5	7	4	6		
8. show respect for the diverse opinions, values, belief systems, and contributions of others.												4	7	4	5				4	5	
9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.							6		5						5	7	6		4	6	
10. manage the use of time and other resources to complete projects.							6		7		4	4		7				5	4	7	
11. take responsibility for one's own actions, decisions, and consequences.							7		5					5				5	4	5	
TOTAL # OF OUTCOMES SUPPORTED BY EACH COURSE							5	0	6	4	4	5	6	5	5	5	4	7	11		



## APPENDIX F

### Program Delivery Information (PDI) Form to Calculate Program Funding Parameters Total Hours Required per Student

College: Fanshawe College

Program title: Business Analysis

Indicate the number of hours that a student is required to spend in each instructional setting in each semester or level of this program. All hours in all instructional settings are to be noted.

Funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Classroom instruction	270	270								540
Laboratory/workshop/ fieldwork										
Independent (self-paced) learning										
One-on-one instruction										
Clinical placement										
Field placement/work placement										
Small group tutorial										
TOTAL	270	270								540

Non-funded Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Co-op work placement - Mandatory										
Co-op work placement - Optional			240							240
TOTAL										780

\*Definitions for each instructional setting can be found below.

**Program: Business Analysis Graduate Certificate**  
**School: Lawrence Kinlin School of Business**

**Starting Term:** Fall  
**Starting Year:** 2018

[illegible]

Program Name	Business Analysis											
Program type	Graduate Certificate											
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total
Incremental revenues												
Grants:	Notes											
Business Analysis	1	n/a	3,899	15,594	19,493	27,290	27,290	27,290	27,290	27,290	27,290	202,728
Tuition:												
Business Analysis	2,3,4	389,414	469,335	715,549	950,217	950,217	950,217	950,217	950,217	950,217	950,217	8,225,817
Program Specific fee **	5	2,800	3,600	5,400	7,200	7,200	7,200	7,200	7,200	7,200	7,200	62,200
Other associated revenue		0	0	0	0	0	0	0	0	0	0	0
sub-total		392,214	476,834	736,544	976,910	984,707	984,707	984,707	984,707	984,707	984,707	8,490,745
Incremental expenses												
Indirect salaries:												
Admin/Support staff		0	0	0	0	0	0	0	0	0	0	0
Teaching salaries:												
Full time - number required		0	1	1	1	1	1	1	1	1	1	
- cost @ \$139,123		0	139,123	139,123	139,123	139,123	139,123	139,123	139,123	139,123	139,123	1,252,107
Part time - hours per week req'd 7		33	37	37	37	37	37	37	37	37	37	
- cost @ see below		102,366	114,774	114,774	114,774	114,774	114,774	114,774	114,774	114,774	114,774	1,135,332
One time costs - facilities		0										0
fitup/equipment		25,000										25,000
Other startup		0										0
Operating expenses		15,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Capital expenses	6	0	0	100,000	0	0	0	0	0	0	0	100,000
sub-total		142,366	258,897	358,897	258,897	258,897	258,897	258,897	258,897	258,897	258,897	2,572,439
incremental cash inflows												
		249,848	217,937	377,647	718,013	725,810	725,810	725,810	725,810	725,810	725,810	5,918,306
	CTO%	64%	46%	51%	73%	74%	74%	74%	74%	74%	74%	
Net present value @ 8%												
		\$3,712,006										



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des  
collèges de l'Ontario

**SUITE 1600, 20 BAY STREET,  
TORONTO M5J 2N8**

### **PROGRAM VALIDATION DECISION**

We have completed our validation of your application for the **Business Analysis** program submitted to us on **February 6<sup>th</sup>, 2018** and leading to the conferring of an **Ontario College Graduate Certificate**.

Please accept this as our validation of your proposal. As a signal of our validation decision, we have assigned the following Approved Program Sequence (APS) number to your program:  
**FANS 01349**.

A copy of this validation decision is being sent to **Ministry of Advanced Education and Skills Development (MAESD)** for their information and records.

However, in keeping with the **MAESD** process for college program funding approvals, we have not sent your documents to the Ministry. Please be advised that you need to submit the documentation directly to the Ministry to complete the approval for funding request, if applicable.

The required documents for the Ministry's funding approval decision are the Board Attestation form, signed by your college president, the Program Delivery Information (PDI) form, and the completed Application for Program Validation form (CVS).

The Ministry will reply separately to your request for funding approval of your program.

Sincerely,

**Karen Belfer**  
**February 21<sup>st</sup>, 2018**

## **MINUTES**

### **NEW PROGRAM DEVELOPMENT – EXTERNAL STAKEHOLDER PANEL Business Analyst Graduate Certificate Program Proposal**

Thursday, December 1, 2016  
5:30-8:30 pm  
Fanshawe College, Room B2015

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#### **Internal Stakeholders Present**

- Mary Pierce, Chair, LKSB
- Lisa Schwerzmann, Program Manager, LKSB
- Dr. David McKenna, Coordinator, LKSB
- Dr. Todd Kanik, Coordinator, LKSB
- Patti Kaye, Curriculum Consultant, Centre for Academic Excellence

#### **External Stakeholders Present**

- Kevin Cormier, Project Manager at General Contracting
  - Mathura Srinivasan, Adoption & Transformation
  - Phuong Dejeu, One World Solutions Inc
  - Tarja McCammon, Honeywell
  - Jain Mahabir, London Life
  - Jason Nadon, Thomson Reuters
  - Rob Gignac, Novachem
  - Michelle Jackson, Paramed
  - Nancy Gillis, Greenshield
  - Brian Whitelaw, Independent, IT RFP Proposal Specialist
  - Tracy Fox,
  - Tammy McCoomb,
  - Mark Thurston, Honeywell
  - R. Brooks, Startech
  - Dorothy Lucas, Rogers
  - Jim Klingenberg, AER
- 

#### **Welcome, Introduction and Overview**

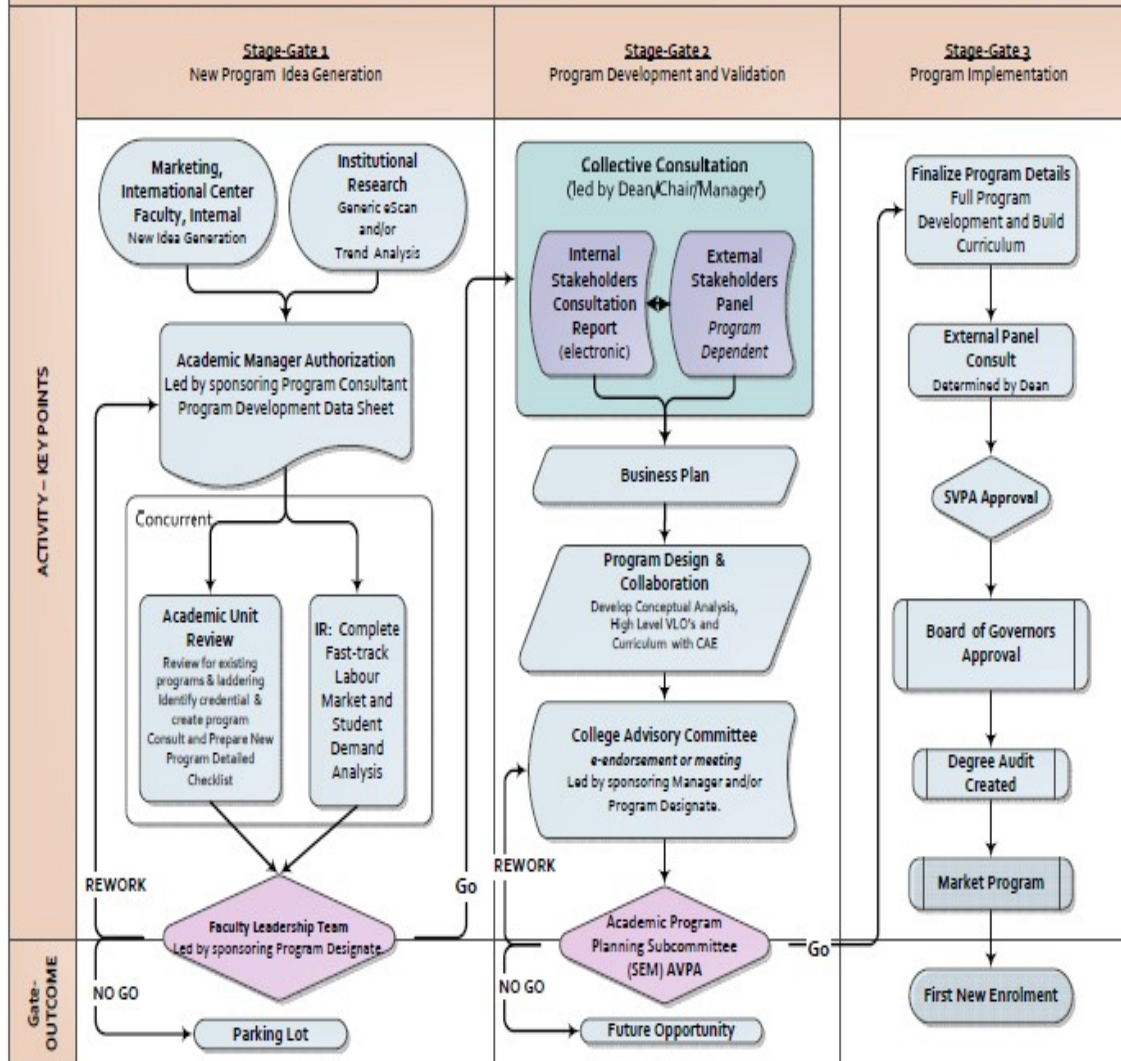
Introductions were done around the table. Lisa and Mary welcomed everyone and thanked them for coming to provide valuable input in this process.

Lisa reviewed the agenda and explained the purpose of the panel meeting.

Mary also welcomed everyone and gave a brief overview of new program development process, outlined in the chart below.

# Local Certificate Program Approval Process – Revised Stage-Gate Process (Oct 2013, v.7.2)

Overall Lead: AVPA



## **Review of Selected Data**

David provided an overview of the labour market data below:

In 2011, the Information and Communications Technology Council projected Canadian employers would need 171, 000 business analysis related professionals by 2016.

A scan of internet career websites in Canada on September 21, 2016 was conducted by using the term “business analyst” as one of the parameters within the title search and yielded the following results:

2,676 jobs posted on Government of Canada National Job Bank with term Business Analyst in job title.

3,838 jobs posted on Workopolis (across Canada) with the term Business Analyst or similar type of Analyst in job title. 1,852 in the Greater Toronto Area.

David also provided a brief of the student demand for programs like this:

International students in project management are looking for a related graduate certificate to enhance their employment opportunities within Canada and internationally. While this evidence is anecdotal and based on conversations with students who are seeking a suitable second graduate program, we feel that this student interest will be satisfied with this proposed, project related program.

## **Overview of MAESD (Ministry of Advanced Education & Skills Development) Requirements for Each Program**

Patti explained Program Level Vocational Learning Outcomes (VLO's) & reviewed the current Ministry approved VLO's that are presently offered by Mohawk College, although they have been adjusted somewhat prior to submission to the Credentials Validation Service (CVS).

1. Develop new or improved innovative business processes from gap analysis through process design in support of a company's strategic objectives in a socially responsible manner.
2. Develop and document business processes and business models according to established timelines and project goals using effective and established research, documentation methods, and business improvement procedures.
3. Plan, manage, and facilitate the requirements gathering activities throughout the requirements process for changes to a business system, including analysis of the interdependence between financial and operational metrics.
4. Develop strategies to bridge gaps between requirements and existing systems using appropriate methods, tools, techniques, and documentation in accordance with standard business practices.
5. Communicate technical and business information to a variety of stakeholders, including technical and business stakeholders using a project management approach.
6. Collaborate, network, and communicate with various stakeholders in an ethical manner by applying negotiation and problem solving skills in order to evaluate and align business processes and business models with the strategic objectives of the organization.

Patti asked the panel to consider the appropriateness of the vocational learning outcomes based on their experience and expertise.

Patti explained Essential Employability Skills Outcomes (EESO's) and how they differ from the VLO's. They are embedded in all programs at Fanshawe College.

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

## **Program Overview**

Todd provided an overview of the proposed program including descriptions of each proposed course; course descriptions were provided to the panel in hard copy.

### **Semester 1 Courses:**

Introduction to Business Analysis  
Professional Communications  
Project Management Fundamentals for Business Analysts  
Methods for Business Analysis  
Business Intelligence  
Business Architecture

### **Semester 2 Courses:**

Strategy and Requirements Analysis  
Solution Analysis and Management  
Perspectives for Business Analysis  
Business Analysis in the Agile Organization  
Business Process Management:  
Lean Six Sigma  
Business Case Development

Todd also indicated that the proposed program will provide students an automatic Diploma from the International Institute of Business Analysis; they can write the exam to qualify for the Lean Six Sigma Green Belt Certification; and they can write the exam to be a Certified Business Architect with the Business Architects Guild.

### **Question: Is there a need for this program?**



## **Discussion:**

Yes, there is a need for the program. There was consensus amongst all attendees that training for BA's is required.

One panelist attended University of Toronto in a Business Analyst Certificate Program – and indicated the program was very theoretical; the panelist felt that it aided her in obtaining the role she has now within her company.

There was a question as to why Fanshawe would offer a program for Business Analyst if a similar program already exists at the University of Toronto? Patti Kaye answered that the College serves a local catchment area as well as an international contingent who may prefer Fanshawe. She said the program might be offered at other schools in the province as well to serve their respective local and international students. Further, the costs for students coming to London versus those in Toronto are less. There was also discussion on the applied nature of college programs compared to the more theoretical model of a university and the benefits of experience.

Discussion on how requirements or documents used in one industry can vary greatly by industry. The example given was the use of a Business Requirements Document (BRD).

The panelists commented on the current difficulty experienced by companies in trying to find employees with the right skills for entry level positions as Business Analysts that would also allow the Business Analyst to evolve in their role within the company.

Two panelists indicated they would be looking to hire students from this program, and one indicated they have employees who could benefit from this program as opposed to the high costs of going to Toronto.

## **Panel Discussion**

### **1. Expectations of a New Graduate**

Newly graduating Business Analysts (BA's) must be able to lead a team through a process and articulate business rules around that development. They should have solid critical thinking skills and be able to see the big picture.

They should have the ability to articulate requirements and explain needs of both the business and technical functions of a project, possessing excellent communications skills using an ability to understand and communicate effectively with the "audience" – speaking the language of the group with whom they are working.

BA's should understand the need to do research prior to meeting about projects.

They should be able to negotiate effectively between various stakeholders of a project and take on an advocacy role for both the project and the client.

New BA's should be aware of the Business Analyst Value Proposition. They should be able to develop Use Cases, and act as an agent of change within the organization. BA's should see the role of the Business Analyst through the lens of change management.

There is some need for a role definition for the public sector – What is a business Analyst? What is a Project Manager? Although there is some overlap, these two roles are very distinct.

## **2. Trends for the next 5 years - discussion**

Business Analysts should know the limitations of data science. Leadership will better understand the BA role in an organization. Business analysts will not be required to do the deep level analysis of data but rather see their role as assisting a manager to do the analysis and understand what it means across the organization or specific to a project. BA's will do customer journey mapping currently used in organizations.

Agile environment is key trend that panelists see within their organizations – various models in use including Kanban. The public sector will be less focused on project management stringency and more on the agile and adaptive environment. BA's need a business background, and will need to be risk managers adaptable at situational learning. They should also be able to work with technical to manage implementations

Business Analysts hold a continuously evolving role within the organization and will “wear many hats”. They will be seen as Leaders, Negotiators, Advocates, data experts, and will be experts in Experience Design.

The use of business analysts in the construction field will increase and business analysts will need to be able to work across disciplines. Municipalities will be facing long projects with multiple pressures.

Business Analysts will focus on “fitter, faster, turn it around”.

There will also be some focus on how to measure the role of a business analyst on a project and whether it makes sense for an organization. BA's will be knowledgeable of User experience design.

Business analysts will need to view projects through a global lens and appreciate the cultural differences inherent in working within an international organization or project – both large and small.

There will be a shift towards 80/20 rule within organizations – as long as you've achieved 80% of what you desire for the project, it is considered successful. They will see the minimum viable solution.

It is possible that organizational shifts and trends will mean that the Business Analyst role will change significantly or disappear in the future. Companies shift between a centralized and decentralized model and panelists agreed this is cyclical within industry.

Business analysts will need to be comfortable in working in quickly changing environments, and with ambiguity in projects. Business analysts will need to be both leaders and followers on projects, while understanding cultural impacts on business. They must be “people-oriented”.

### **3. Depth of Technology Required**

There will be continued integration of technology within the field. Graduates should be able to use basic technology tools such as Word, Excel, and Power Point. They will be trained on some specific applications by the employer.

Business analyst students should be given an overview of the various technologies and software required or utilized within the field but there doesn't need to be an emphasis on learning one specific technique.

Graduates should be aware of the movement towards having information in the cloud – dashboards – programs such as Tableau are more common.

Information security is an issue students should be aware of as a business process.

### **Next Steps**

Minutes will be distributed for review. Panelists are asked to read them over and return them within 2 weeks.

The Business Plan will be submitted to the appropriate internal areas as indicated in the Stage-Gate diagram, and the curriculum will be submitted to the Credentials Validation Service (CVS) for review and feedback.

When the program development is approved by College administration, the program development team will start working on building the specific curriculum and structure of the program.

Lisa, David, Todd & Patti thanked everyone for their thoughtful input and contributions into the development of these programs.

*Meeting Adjourned: 8:30 pm*

## **Recommendations – Business Analyst Panel**

### **1. Employer Expectations**

- Critical thinking, problem-solving, refreshing ideas & innovation
- clarity of requirements,
- translate business needs into the technical side of the organization,
- particular focus on effective communication – understand audience, negotiation, advocacy for both project & client needs, boundaries of project, 3 levels to know how to speak the language (technical, operations, management), clarify language to ensure understanding, speak language of their particular business
- Ability to facilitate effective presentations
- Clear understanding of their role – force for change (be able to differentiate from project management) and support others to understand as well (leadership)
- Lead a team of people through requirements development of use-cases and how to actually deploy a plan based on parameters within the organization (process)
- Focus on agile is important (current & prevalent)
- Adaptive - wear multiple hats,
- Leadership skills, must be people-oriented
- Understanding how what is proposed will impact the business from various viewpoints
- Need to understand they serve the business and role will change based on nature of the organization

### **2. Trends for the Next 5 Years**

- want less project stringency, more agile and more doers who can step in and assist a business
- Business analysts who are also business leaders who can make autonomous decision
- Wear multiple hats
- \*\*Know and understand others' roles (define roles) and ask questions with comfort (effective communication)
- Agile is trending, different variations, Kanban model, (suggest awareness of models)
- Ability to walk alongside technical people, speak the language of different disciplines, & be confident – procurement, HR, finance, IT, marketing, PM
- Work of a BA evolves with organization & times
- Large data sets, feeds from different sources and managers who are not able to manipulate them (BA's could play a supportive role)

- Defining performance management – measurements of overall impact of the project after implementation (how to measure) – adds value to BA function in larger companies
- User experience design
- Standardization – when developing solutions & designs
- Communicate with people around the world
- No longer a “do everything in house” mentality
- May not be a BA in 5 years – much overlap in the roles in some organizations, some organizations are decentralizing (cycles)
- Cultural differences in business practices
- See big picture, able to articulate it and able to measure it (within resources)
- Knowing what a minimum product is to deliver
- Artificial intelligence will play a larger role in organizations
- Understand the limitations of the technology they are using
- Ability to adapt to changing requirements (some form of history course for awareness)
- More smaller organizations will be needing BA's (differences between small & large corporations)
- There will be agile software development (prediction)
- Able to live with not having everything you want
- Customer journey mapping
- How to become a subject matter expert – asking the right tools, not afraid to pursue (not dumb questions)
- Ability to deal with ambiguity
- Understand what a product owner is

### **3. Depth of Technology**

- Ability to tweet, use of social media (no consensus)
- Integration of technology – how each fits with others (not silo) in order to complete requirements
- Provide an overview of software that is used in industry – tableau,
- Should have generic, foundational skills in technology and able to adapt to the specific of each organization
- Ability to draw business requirements so others can read it & understand (software)
- Presentation skills & technology (ie Power Point)
- Understanding statistics and algorithms
- Information security (as a business process & not an IT process)

- Understand & organize data from “dashboards” so others can understand (able to convey the information)

#### **4. Experiential Learning**

- Include the requirements of a BRD for the experience
- Ensure background in working with the business to provide entry level opportunities from which students may climb
- Embed situational components into program (case studies with flexible problem-solving)

March 8, 2017

As a Senior Business Analyst in the Automotive sector, I was thrilled to see that Fanshawe is proactively responding to the increasing demand for a skilled workforce with this area of expertise. Business Analysts are problem solvers and drivers of change in an organization. As the demands for delivering efficiencies in processes and systems increases, a skilled BA is a necessary part of your team. Fanshawe has developed an impactful program that will give students the skills they need to make a difference in their workplace.

Michelle Cvetkovic, P.Eng, PMP

Meridian Lightweight Technologies Inc (MLTI)

June 07, 2016

**Does your organization have Business Analysis?**

Yes, in our IT department we have two kind of BA's, BAS Business Analyst Systems who are more working at the systems requirements/developments specifications (SRS, SDS) we are having also BAP Business Analyst Process who are more looking at processes requirements/developments and providing the required documentations if needed (ex. Bulletin, job-Aid, Methods) to our operational groups.

**Would you consider hiring a Fanshawe Business Analysis graduate?**

Bell Canada IT department recruits and hired regularly as contractor or as regular employees newly graduated and certified BA's.

**Do you feel there is a demand for this program?**

Certainly.

**What would be some of the key skills you would look for in this program?**

- Communication
- Problem-Solving
- Critical Thinking
- Analysis Skills
- Technical Skills

Claude Blouin, Senior Business Analyst

Bell Canada



March 14, 2017

The BA program can provide a practical angle rather than theoretical training. Situational application and problem solving will allow Fanshawe graduates to be immersed in the work place fairly quickly while building up solid experience. If students of this program also have the project management training, they will have a valuable combination of skillsets as often the successful BAs are those who applies PM skills to complete their tasks and build collaboration.

Kim Phuong, Project Manager

Manulife Financial